

Emotional regulation to improve learning, achievement & behaviour



Lou Brown - ADHD Coach, Consultant & Advocate



25%-45% of children & 30%-70% of adults with ADHD experience emotional dysregulation challenges (Shaw et al, 2014)



Emotional regulation

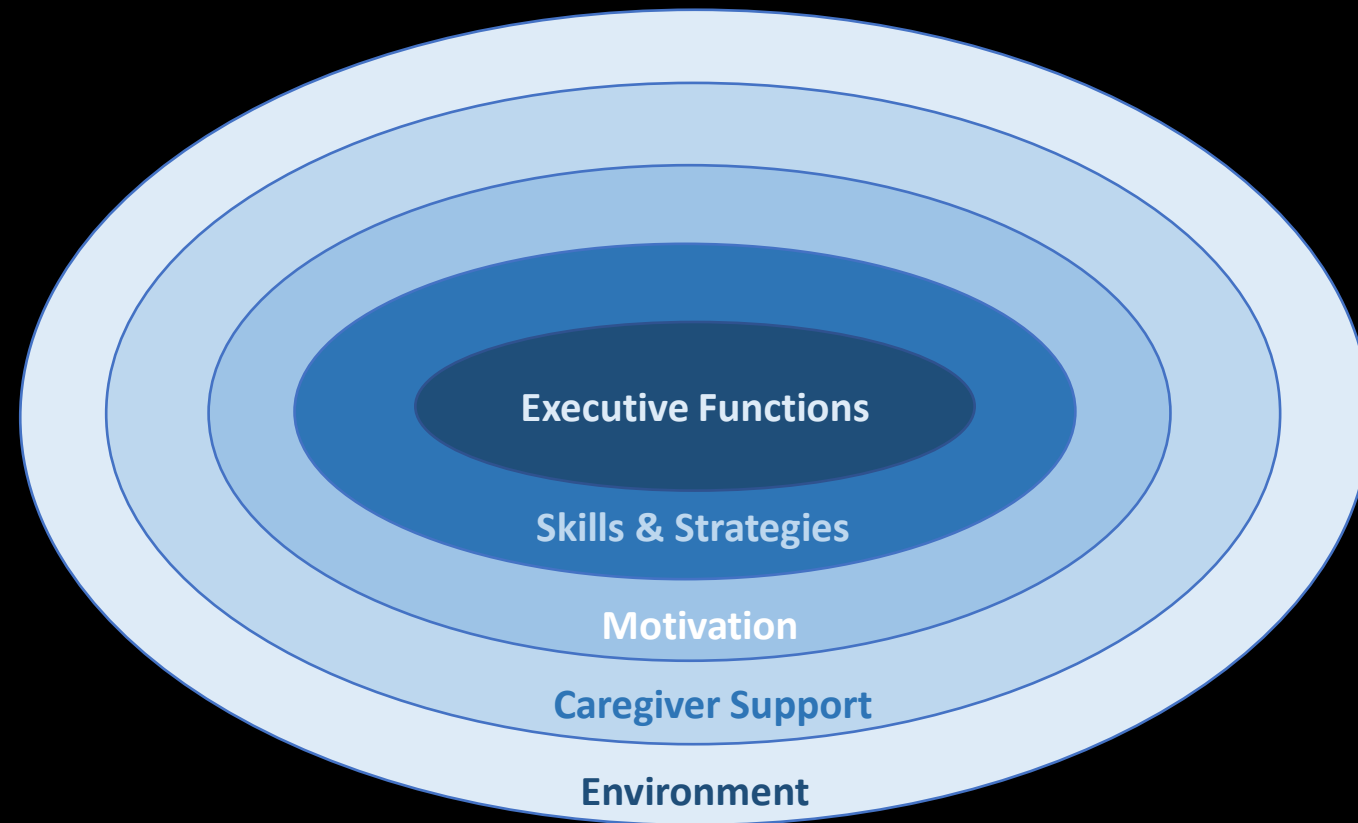
The ability to control the experience and expression of emotions

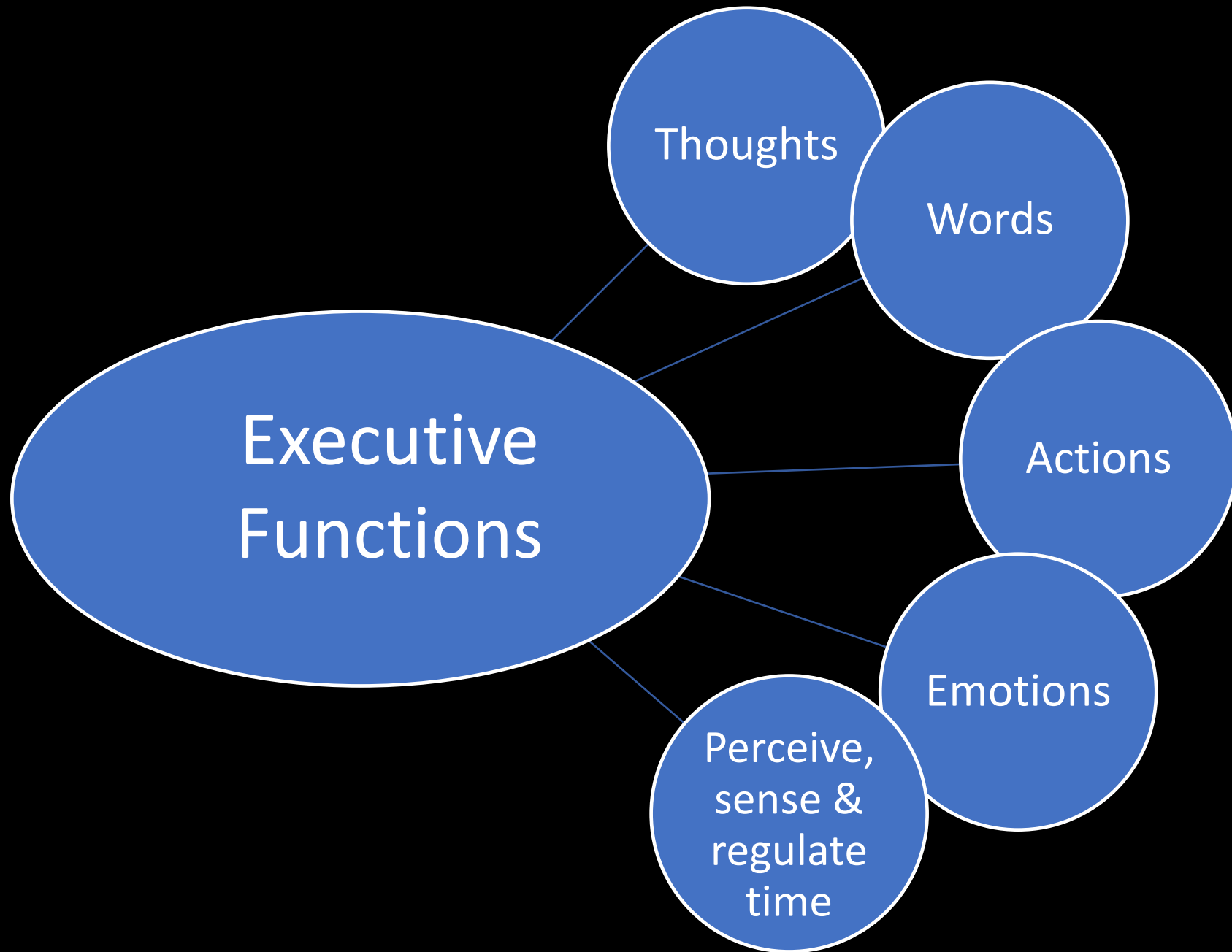
The ability to select, attend to and appraise an emotionally arousing situation, and to flexibly modulate one's thoughts, words and actions in a way that enables you to adapt and function, to achieve your goals and to maintain your social standing



Gross, 2002;
Weare, 2004

Self-regulation contributing factors

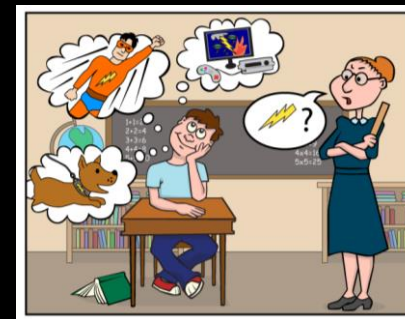




Executive Functions

- self-directed attention or self-awareness
- inhibition or self-restraint
- non-verbal working memory
- verbal working memory
- self-directed appraisal or self-motivation
- planning and problem-solving.

Russell Barkley (2015).



Chronological age & corresponding executive function capacity

6 → 4.5

8 → 5.5

10 → 7

12 → 8.4

14 → 9.8

16 → 11.2

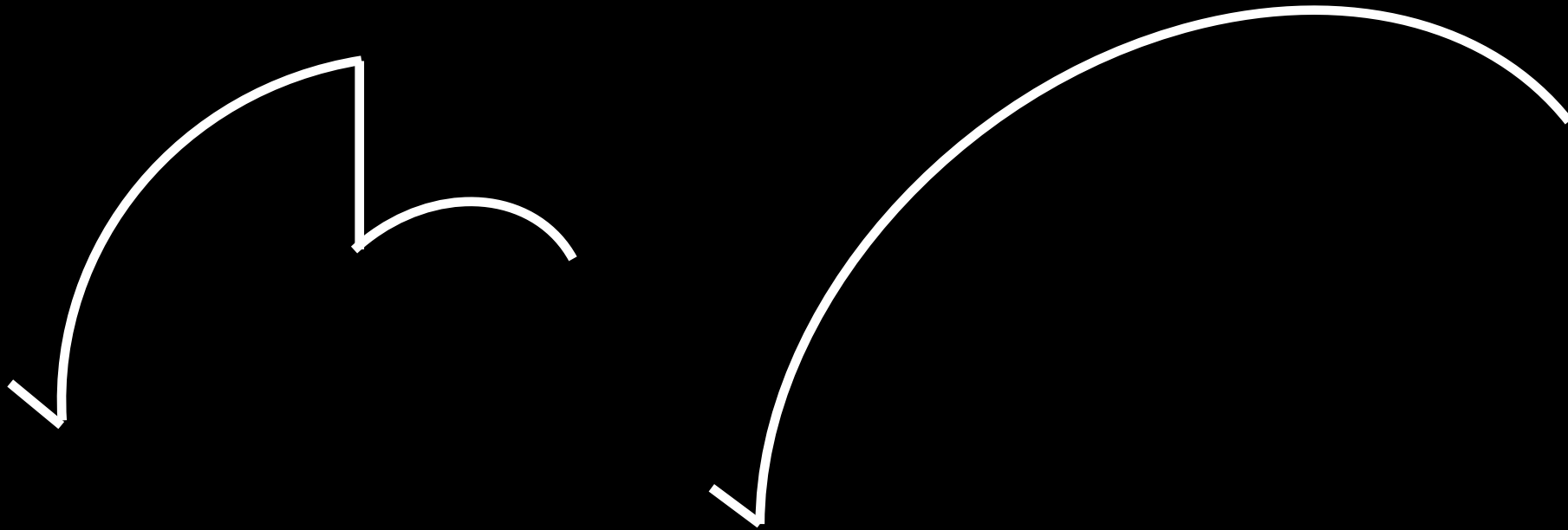
18 → 12.6

Table 1 Typical developmental milestones in EF development.

Age	Grade	Traits
12-24 months	N/A	Beginning flexibility; working memory, motion control, attention, task initiation, and goal persistence begin to develop through play
2-4 years	N/A	Working memory, sustained attention, and goal persistence for simple (2-3 steps) tasks. Perform 2-3 step tasks with supervision. Understanding of simple instructions and recall.
5-8 years	K-2	Independent execution of simple (2-3 step) tasks.
8-11 years	3-5	Able to complete more complex tasks, sustain attention, extend working memory, read chapter books. Develop projects requiring goal persistence (future deadlines). Increased flexibility.
11-14 years	6-8	Working memory for complex tasks; multi-step math and word problems toward the end of grade 8. Critical thinking and impulse control in environments with established rules.
14-18 years	9-12	Emotional regulation, response inhibition, goal persistence, sustained attention, metacognition, planning, organization; persisting, initiating, completing tasks; increased ability to plan and complete multi-step tasks, decrease in risky behaviors. [Disagree with this last one at this age.]
18-20 years		Task initiation; greatly refined metacognition, planning, organization, emotional regulation, goal persistence; ability to maintain multiple schedules and meet performance expectations for friends, job, school, family
21+ years		Able to sustain attention in the face of distraction, maintain several schedules; planning and goal-setting that includes the ability and forethought to seek out tools to facilitate executive functions (planners, organization strategies, minimization of distractions, calendars, to-do lists, etc.)



Emotional Dysregulation



Adapted from Koole (2009): Hypothetical model of emotional sensitivity versus emotion regulation.

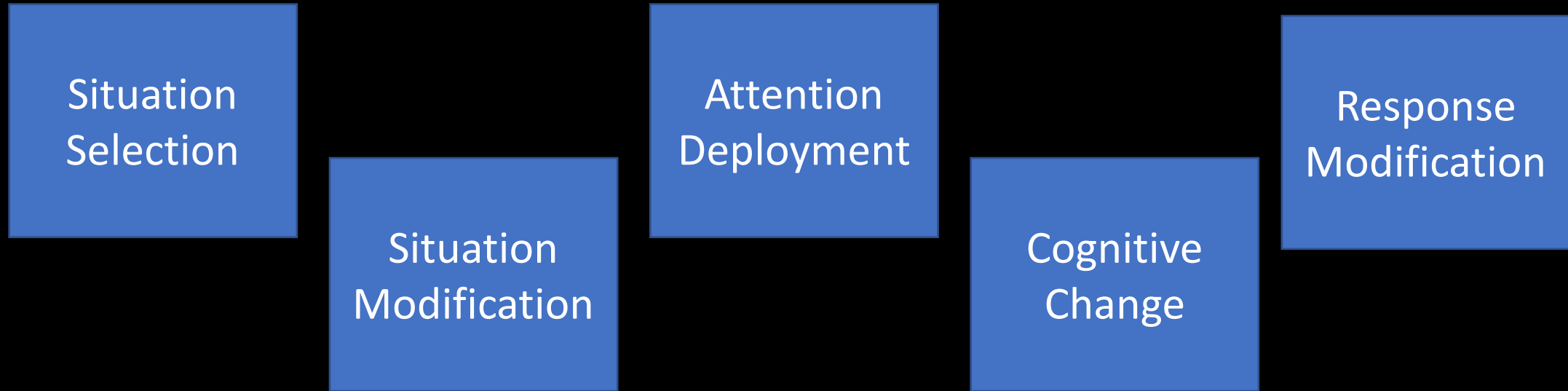
Emotional regulation taught through:

- role modelling emotion regulation or specific emotion regulation strategies
- responding to their children's emotional expression
- assisting children in the moment by teaching them various emotion regulation strategies
- motivating children through attachment, and various social and material rewards and punishments

(Power, 2004)



Complex emotional regulation strategies



The Process Model of Emotional Regulation. (Gross & Thompson, 2007).





Discipline will not rectify a child's emotional regulation challenges



With support.



Without.

The 5 C's

- Connection
- Composure
- Compassion
- Collaboration
- Consistency



Parents need to choose their relationship with their child above anything else

Connection



Composure



Compassion



Collaboration



Consistency

*And
repeat!*



Listening with empathy



Fight or flight response



Video





Think ahead
of time



Assist with transitions



Assist with boredom

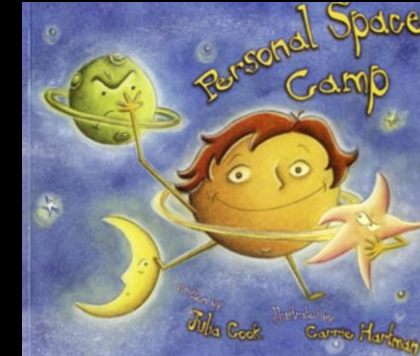
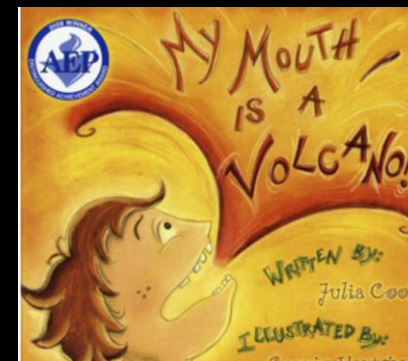
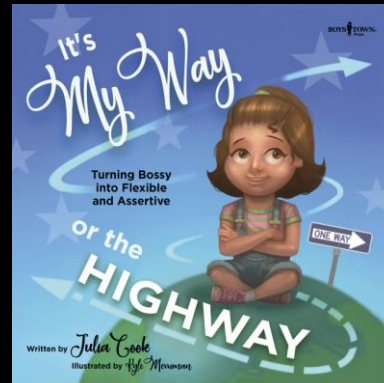
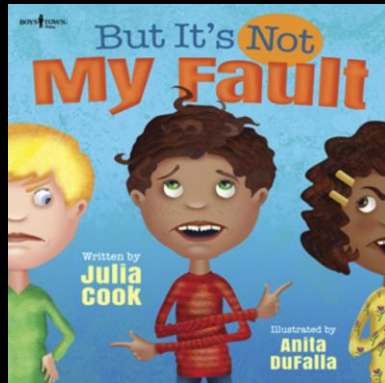
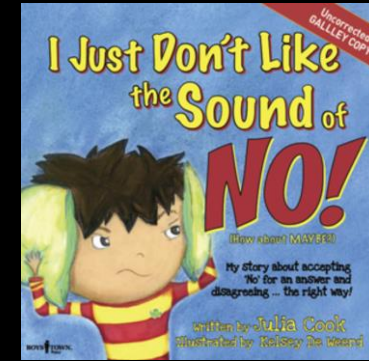
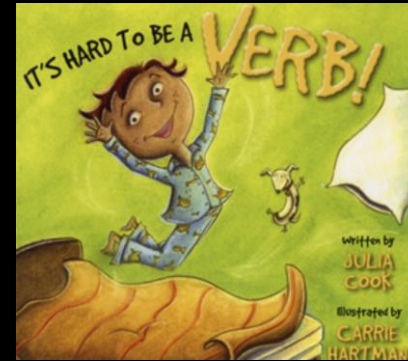


Assist with frustration intolerance



Self-awareness, social thinking & social skills

“I can see you are upset. When I am upset I feel all jittery. Sometimes I can feel myself going red and I get a lump in my throat. Does that happen to you?”



Emotion detective games

- Emotion spotto or emotion charades
- Be a feelings photographer
- Create an emotion collage
- Make up emotion stories
- Start an emotion diary





Know when to reduce expectations



Self-soothing techniques



Rupture & repair



Praise, praise, praise



Yep! I have ADHD,
which makes me
perfectly,
imperfect
me.



*Self-compassion is
one's saving grace*



Bully proof kids



*All good things
take time !*

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Emotional regulation strategies

Situation
Selection



Should I
go or not?

The Process Model of Emotional Regulation. (Gross & Thompson, 2007).

Emotional regulation strategies

Situation
Modification



I'll stick
with
friends

The Process Model of Emotional Regulation. (Gross & Thompson, 2007).

Emotional regulation strategies

Attention
Deployment



I'm going
to focus on
having fun

The Process Model of Emotional Regulation. (Gross & Thompson, 2007).

Emotional regulation strategies

Cognitive
Change



This is an
opportunity
to meet
new people

The Process Model of Emotional Regulation. (Gross & Thompson, 2007).

Emotional regulation strategies

Response
modification



Breathe.
I can do
this.

The Process Model of Emotional Regulation. (Gross & Thompson, 2007).